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ABSTRACT

This handbook presents a model that helps vocational educators and other individuals, institutions, and agencies plan programs to maintain displaced workers' dignity and economic security. Section 1 discusses identification of displaced workers. Section 2 offers guidelines for developing a profile for a specific group of displaced workers. A list of contacts for locating displaced workers is in section 3. Sections 4 and 5 deal with services required, including a model for a sequential plan for providing displaced workers' services. Examples of specific activities are listed with each service. Section 6 is a chart of institutions, agencies, and firms that can be used to meet displaced workers' needs and the services that may be available. Section 7, 8, and 9 address the size of firms and present suggestions for conducting activities for each of the previously identified services for small and large firms. Sections 10 and 11 offer suggestions for using a planning guide and a checklist of key components for a successful displaced worker program. The final section lists steps to facilitate involvement of public education. Appendixes include listings of references and resources, a sample form for identifying local resources and references, sample models for small and large firms, a local planning guide for displaced workers, and a five-day workshop example. (YLB)

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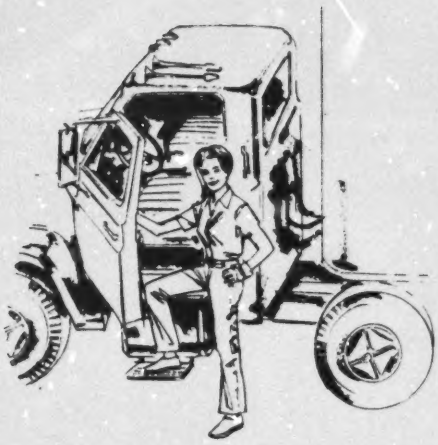

MODEL FOR PROVIDING DISPLACED WORKERS' SERVICES

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-- Mr. Bill T. Leonard, Colorado Job Service
-- Ms. Ann Azari, Governor's Job Training Office
-- Mr. Paul Jones, Private Industry Council (Pueblo)
-- Mr. Harvey Hilvitz, Pueblo Chamber of Commerce
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B. Harold Anderson
Project Director

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INTRODUCTION

Historically, vocational education has responded to societal needs, and this will hopefully be the case in the future. Although the adult population has always been a definite component of vocational education, a new group of adults--the traditional willing workers who find "obsolete" stamped on their skills--has emerged in recent years. This group of individuals has unique needs, based on its long-term employment history and status as mid-life occupational students. These displaced workers have created a particular challenge for vocational education. This handbook was designed to help concerned vocational educators and other interested parties meet this new challenge.

Goal

The primary goal of this handbook is to present a model which helps individuals, institutions, and agencies plan programs that will maintain displaced workers' dignity and economic security.

Objectives

The material presented in this handbook is designed to meet the following objectives:

1. To draw a profile of a "typical" displaced worker based on survey findings
2. To recommend approaches for locating displaced workers
3. To identify required services that meet displaced workers' needs
4. To identify possible delivery systems that provide services for displaced workers
5. To interpret previous displaced workers' projects which concern the implications for future project successes
6. To recommend a model approach for serving the needs of displaced workers
7. To suggest areas for adult public education's participation which concern the delivery of services for displaced workers

NEED AND BACKGROUND

As the nation is transforming from an industrial age into a high technology age, it is acquiring an increased population of workers whose skills are becoming obsolete. Presently, a large portion of our country's work force is blue-collar workers. As this transformation progresses, the problems of skill obsolescence will increase at a greater pace.

The problems of the displaced worker population are too costly to ignore for both human and economic considerations. First of all, as the members of the traditional "willing work force" become unemployed, there is a correlation between unemployment and an increase in family abuse, the children's school absenteeism, substance abuse, mental and physical health problems, suicide, and crime. Secondly, a displaced worker population in a community creates a strain on the local economy from loss of revenues in taxes and decreased purchase power of the unemployed. At the same time, the government's financial burden increases with public assistance programs such as unemployment insurance claims and Aid to Families with Dependent Children. While businesses may suffer loss of receipts previously collected from the traditional work force, some businesses are also paying higher unemployment compensation premiums because the length of their former employees' benefit periods are increasing. It, therefore, became apparent that serving the needs of displaced workers will have a positive impact on all facets of society.

Identification of Potential Displaced Workers

Characteristically in the past, we have waited until persons have been terminated from their jobs before planning a program for their needs. However, to adequately serve the needs of displaced workers, they should be identified prior to the time they actually become unemployed. Those people or agencies who have responsibility for serving displaced workers should gain as much information as possible about how potential displaced workers can be identified and anticipated. An awareness of the following factors will help persons identify and anticipate displaced workers' groups:

1. National trends for obsolete occupations (available from state employment service, Job Training Partnership Act (JTPA), state economic development agencies, U.S. Department of Labor, and various national research organizations)

2. Local major industries' potential for closing or altering its work force

3. Miscellaneous occupations from support-service industries where local economies are failing to support their traditional businesses and industries

4. Shrinking union trades that are resulting from new management tactics or the impact of a global economic shift

DISPLACED WORKERS' PROFILES

When organizations are working together to plan comprehensive services for displaced workers' services, it is helpful to identify common characteristics of the intended clientele. A survey of the intended population can help planners avoid making incorrect assumptions about the population to be served. For example, the potential displaced workers from a union-represented firm will probably be younger than the average-age worker; this is due to seniority lay-off practices in cases of a partial shut-down. Additionally, responses of the population will vary based on a person's perceptions of availability of reemployment.

When developing a profile for a specific group of displaced workers, information on each of the following items should be obtained:

1. Recent job classification
2. Length of employment with recent employer
3. Age
4. Ethnic distinction
5. Married or single
6. Head of household
7. Spouse employed
8. Number of dependents
9. Length of unemployment
10. Receiving unemployment of public assistance (specify)
11. An analysis of present occupational skills possessed
12. Previous work experience with other employers
13. Educational level
14. Future occupational interest(s)

Are you willing to:

15. Relocate for employment

16. Relocate for retraining

17. Retrain

18. Commute to work (indicate distance)

NOTE: Number-coded responses will increase the efficiency of the analysis of the data collected.

In the project activities leading to the development of this handbook, a similar study of terminated union members was conducted. Two local unions provided random-sample confidential mailing services to their former members. This experience showed that when gathering data from union affiliated workers, it is critical to involve the union leadership in all facets of the process. After the results were returned to Colorado State University, the anonymous responses were computer-analyzed by the combination of two Statistical Packages for the Social Sciences--"crosstabs" and "frequencies."

Follow-up procedures are recommended in the survey process in order to assure the most accurate profile of the population. Some studies of survey validity suggest that minority males are least likely to respond without some form of encouragement. Additionally, in a survey concerning reemployment, those most anxious to return to work would conceivably respond at the highest rate.

When survey results have been analyzed, it may be helpful to interpret or theorize as to the implications of the responses. Some examples are:

"What is a reasonable distance for you to commute to work?" Most frequent response: 35-50 miles

COMMENT: The largest major employers in this area are _____, _____, and _____, all of which are within a 50 mile radius of the respondents. Therefore, the population may perceive themselves as retraining or transferring job skills for the types of positions that those employers may offer. Check with these firms for future employment plans and possible cooperation in displaced workers' services plans.

"What is your area of interest for a future occupation?"
Most frequent response: Construction

COMMENT: Construction in the geographical area may be experiencing higher unemployment than respondents' previous occupations. The population would require a detailed component of labor market information in order to make realistic occupational choices.

Survey results can help organizations design tailored services for displaced workers. The type of commentary referred to above can be translated to the planning guide suggested in Appendix E, p. 33.

LOCATING DISPLACED WORKERS

In most communities, many displaced workers will contact agencies they feel can provide various degrees of assistance. Others will not make contact with any public or private agency. However, many need comprehensive services such as the ones outlined in this handbook.

Organizations that wish to provide services may use to help locate present or potential displaced workers. The following chart provides a summary of possible contacts.

Status	Contact
Pre-unemployment	Employer
	Local Union
	State Employment or Job Training Partnership Act (JTPA) Offices
Unemployed	Former Employer
	Local Union
Receiving public assistance:	
Unemployment benefits	Local Job Service or State Employment Office
Job Training Partnership Act, Title III, "Dislocated Workers" designated	Job Training Partnership Act Service Delivery Area Office
Unemployment benefits exhausted or ineligible:	
Head-of-household with children, spouse not employed	Department of Social Services
Other	Local Community Organizations (churches, volunteer groups, United Way, etc.)

NOTE: Appendix B, p. 27, contains a section for your local agencies and contacts to be recorded.

SERVICES REQUIRED

Once present or potential displaced workers have been identified, a specific plan should be developed to meet their needs. The model on the following pages presents a sequencial plan for providing services. Examples of specific activities are also listed with each service.

MODEL FOR PROVIDING DISPLACED WORKERS' SERVICES

Service	*Sample Activities or Topics*
1. *Personal Termination Counseling* *Counseling with employees before layoff in order to reduce trauma of unemployment and provide information concerning local resource organizations*	*-Economics effecting reduced employment* *-Procedures to be followed in layoff plan* *-Identification of employees' representative* *-Identification of public assistance agencies and their roles* *-Future activities that will be available to displaced workers**
2. *New Options Workshops* *Introducing the concept of job change and agencies that are available for assistance during the interim*	*-Panel discussion by persons who have successfully completed similar transitions* *-Descriptions of occupational testing and investigation activities to be offered in the future** *-Personal counseling needs awareness and assistance during transition: emotional patterns of job loss; substance/personal abuse and health statistics* *-Networking*
3. *Knowledge/Aptitude/ Interest Testing* *Testing services which help individuals to make realistic choices and plans regarding their occupational future, including completion of test instruments and analysis*	*-Basic adult education skills testing* *-Occupational knowledge testing* *-Aptitude testing* *-Interest inventories* *-Development of personal occupational profile** *-Economic implications and the future job market* *-Occupational information search activities* *-Analysis on transferable skills*

Service	Sample Activities or Topics
4. *Financial Resources Counseling* Counseling that concerns the financial aspects of unemployment, retraining, and/or relocating	-Unemployment insurance -Early retirement -AFDC, health assistance, counseling services, etc. -Community assistance organizations -Avoidance of utility service interruptions -Avoidance of foreclosure and repossessions -Assistance for retraining or relocating -Personal budgeting
5. *New Job Skill Training* Training directed toward an employment objective, particularly vocational-technical education, internship, apprenticeship, upgrading, or on-the-job training	-Remedial adult education (when needed) -Educational information counseling services, including financial aid -Job training placement coordination -Supervision of training programs
6. *Job Placement Coordination* Providing services and coordination that lead to matching the skills of a displaced worker with the needs of an employer	-Resume and job application workshop -Video-taped pseudo job interviews -Employment and education opportunities panel -Development of employability plan -Jobs Club formation -"Self-motivation" presentation
7. *Follow-Up Studies* Tracking the employment success of displaced workers	-Tracking displaced workers' educational activities -Tracking displaced workers' job placement -Conveying results to pertinent groups -Evaluation of completed programs

*Activities designed to stimulate displaced worker's interest in the next session of services.

SERVICES PROVIDED BY VARIOUS INSTITUTIONS, AGENCIES, OR EMPLOYERS

There are numerous institutions, agencies, or firms that can be utilized to meet the needs of displaced workers. The following chart provides a summary of the services that may be available from the various sources listed. This summary is not intended to identify all the possible sources that can be utilized or the services they provide. It does, however, show that a wide variety of services are available from numerous sources.

Source	Services Provided
Public Education	-Adult remedial education -English-as-a-second language
Vocational-Technical Schools	-Secondary and adult vocational training -Counseling services -Occupational testing and analysis -Financial aid processing (when applicable) -Job placement follow up
Community Colleges	-Postsecondary vocational-technical education -Counseling services -Occupational testing and analysis -Financial aid processing
Colleges and Universities	-Professional education -Continuing education -Occupational testing and analysis -Financial aid processing -Research studies

Source	Services Provided
Employers	-Employment -On-the-job training (under specific agreements) -Internships (under specific agreements) -Upgrading
Community Organizations (church groups, United Way, special task forces, Salvation Army, volunteer groups, etc.)	-Counseling -Financial assistance -Financial planning -Housing assistance -Job location assistance
Financial Institutions	-Credit and money planning information
Utility Companies	-Maintenance of services information
State Employment Service or Job Service (Wagner-Peysner Act of 1933)	-Unemployment insurance benefits -Counseling -Testing -Labor market information -Placement services -Research
Job Training Partnership Act, Service Delivery Areas (JTPA of 1982, Title III, Dislocated Workers)	-Financial assistance for "dislocated" designated to support: --Job search assistance --Job development --Job training --Commuting --Personal and financial counseling --Pre-layoff assistance --Relocation assistance
Labor Unions	-Apprenticeship training -Members' benefits and job security -Coordination of all the Job Training Partnership Act, Title III, Dislocated Worker services listed above (in many locations)
Aid to Families with Dependent Children (AFDC)	-Monthly financial assistance for qualified families
Mental Health	-Counseling --Substance abuse --Family abuse and relations --Personal trauma --Suicide prevention

Source	Services Provided
Welfare/Social Services	-Medical assistance -Food stamps -Counseling -Child welfare -Surplus food distribution
Vocational Rehabilitation	(For qualified clientele) -Counseling -Occupational testing and analysis -Financial assistance for retraining and related expenses

SIZE OF FIRMS

Research has shown that the size of firm greatly effects the amount of assistance an employer can provide terminated workers. Therefore, the size of the firm terminating workers and the resulting commitment of financial and other resources greatly effects the plan of action that is chosen. In this respect, the model must be adapted to the size of the firm. Suggestions for conducting activities for each of the previous identified services is presented for both large and small firms.

If there is adequate space, manpower, and resources to conduct services in the displacing firm, then the suggestions for large firms could be employed. If, however, those resources are not available, the small firm model adaptations would be the most appropriate.

The implementation of the model is based upon an ideal situation and is dependent upon the employer's cooperation, which may not always exist. Furthermore, services provided by various groups will vary from community to community, based on political and personal leadership schemes. However, the model can be adapted to remedy inconsistencies. For example, if a large firm will not cooperate in providing information or services, their displaced workers could be served by utilizing the small firm adaptations. Additionally, if displaced workers' advocacy is not best served by the suggested entity, then the proper group should be substituted to serve that role. There are communities that have initiated special task forces to deal with their displaced workers' concerns, and they should be included where they exist. However, these groups' roles are considered too unique from community to community to define their roles in the following models.

ADAPTATIONS FOR IMPLEMENTING MODEL IN SMALL FIRMS*

Personal Termination Counseling should be provided as early as the employer realizes there will be a closure or reduction in the work force. The counseling should include representatives from management and the employee's advocate group. If the employee has union representation, the union should serve as the joint advocate with the state's employment service or Job Training Partnership Act. These activities should take place at the worker's current place of employment.

New Options Workshops should be offered as soon as possible, after notice of termination and while the worker is still employed. The unit which has been designated as the employee's advocate should coordinate the workshop activities. The workshop should be held in a comfortable neutral community location or in a union hall, where applicable.

Knowledge/Aptitude/Interest Testing should be conducted shortly after new options workshops and while the worker is still employed. Public education and/or the state employment service's personnel generally has the expertise to provide these testing services. The testing and analysis should take place in a comfortable neutral community location or in a union hall, where applicable.

Financial Resources Counseling should be provided as early as reasonable (depending on how much advance notice the employee received about termination) and while the worker is still employed. A local community resource organization such as United Way or a church-sponsored agency should coordinate these counseling services. These activities should take place in the local community organization's facility, if possible, or in a union hall, where applicable.

New Job Skill Training should begin while the worker is still employed, if at all possible, during non-working hours, under these programs:

While employed:
Vocational-technical education.....Public education
On-the-job training.....Employers in cooperation with other agencies
Employment upgrading
Internships

After employment ceases:
Apprenticeship (paid).....Trade unions or state apprenticeships

*A sample model for a small firm is shown in Appendix C, p. 31.

Job Placement Coordination should begin immediately following personal termination counseling and should continue until no longer required. The designated employee's advocate representatives should take responsibility for this activity. The job placement coordination should be conducted from the regular offices of the advocate agency.

Follow-Up Studies should be designed to identify and track the displaced worker from initial layoff until reemployment or other status for a given period of time. Therefore, the agency most likely to have access to this information would be the designated employee's advocate. This agency should assume the responsibility for the studies and maintain the records in their offices.

ADAPTATIONS FOR IMPLEMENTING MODEL IN LARGE FIRMS*

Personal Termination Counseling should be provided as early as the employer realizes there will be a closure or reduction in the work force. The counseling should include representatives from management and an employee advocate's group. If the employee has union representation, the union should serve as the advocate. Otherwise, the role should be assumed by the state employment service or Job Training Partnership Act. These activities should take place at the worker's current place of employment.

New Options Workshops should be offered as soon as possible, after notice of termination and while the worker is still employed. The unit which has been designated as the employee's advocate should coordinate the workshop activities. The workshop should be conducted at the worker's current place of employment.

Knowledge/Aptitude/Interest Testing should be conducted shortly after new options workshops and while the worker is still employed. Public education and/or the state employment service personnel generally have the expertise to provide these testing services. The testing and discussion of the results should take place at the worker's current place of employment.

Financial Resources Counseling should be provided as early as reasonable (depending on how much advance notice the employee received about termination) and while the worker is still employed. A local community resource organization such as United Way or a church-sponsored agency should coordinate these counseling services. These activities should take place at the worker's current place of employment.

New Job Skill Training should take place under the following conditions:

While employed (paid employment):
On-the-job training.....Place of current employment
Employment upgrading
Internship

While employed (paid-release time):
Vocational-technical
education.....Public education

After employment ceases:
Apprenticeship (paid).....Trade unions or state apprenticeships

*A sample model for large firms is shown in Appendix D, p. 32.

Job Placement Coordination should begin immediately following personal termination counseling and should continue until no longer required. The employer should take the major responsibility for the coordination of these activities and enlist the assistance of public education, state employment service, Job Training Partnership Act, and local unions, where applicable.

Follow-Up Studies should be designed to identify and track the displaced worker from initial layoff until reemployment or other status for a given period of time. Therefore, the employer, having the greatest amount of contact with the displaced worker, should conduct these studies and maintain the records in their offices.

PLANNING TO MEET DISPLACED WORKERS' NEEDS

As indicated previously, displaced workers can best be served when a comprehensive plan for meeting their needs is developed. In this respect, a suggested planning guide is included in Appendix E, p. 33. The guide is considered most helpful when used in the following manner:

1. Responsibilities for the total program and specific services is identified*

2. A survey is conducted to identify the specific population needs

3. A specific displaced worker population is identified

4. Activities are planned to meet specific needs as well as general services required for displaced workers

5. Agency roles in the local community have been clarified to match required services

*This may not be easily recognized in all communities. Check with the nearest Job Training Partnership Act Service Delivery Area office or your local State Employment Office/Job Service.

KEYS TO SUCCESS

The following items are presented as a checklist of key components to any successful displaced worker program:

Workers are informed well in advance of their termination

Employer and employee representatives (union, State Employment Service, Job Training and Partnership Act local service delivery area office, and/or locally formed community organization) are all involved in planning and delivering activities

Activities are conducted in a comfortable, non-threatening atmosphere

Job training is provided for a job market which is stable and has growth potential

When required, remedial education is provided prior to occupational training, unless training classes' curriculum include remedial education components

Services are tailored to a specific population of displaced workers

SUGGESTED PARTICIPATION BY PUBLIC EDUCATION INSTITUTIONS

Investigations conducted in association with this project's activities indicated that a number of displaced workers require remedial education. However, many of those with identified needs were found to be reluctant to take advantage of public education's offerings.

Public education institutions must go beyond "being available" and become involved in the early stages of displaced worker planning. In many cases, public education institutions have the appropriate facilities and personnel to contribute to many portions of the overall services needed by displaced workers.

Ideally, if an institution possessed sufficient resources and expertise, the following steps can be taken to facilitate involvement of public education in the total process:

1. Contact the local agency that has assumed the major leadership role for serving displaced workers' needs

2. Provide staff assistance for analysis of surveys

3. Provide direct services to displaced workers. Offer assistance in coordination of sessions or staff presentations. The following are suggested means of involvement in the various services needed by displaced workers:

   a. Personal Termination Counseling (staff presentations)

      -- Economics effecting reduced employment

      -- Identification of public assistance agencies and their roles

b. New Options Workshops (staff presentations)

-- Description of occupational testing and investigation activities to be offered in the future

-- Personal counseling needs awareness and assistance during transition: emotional patterns of job loss; substance/personal abuse and health statistics, etc. (presentation shared with mental health)

-- Networking (presentation shared with employee group representative)

c. Knowledge/Aptitude/Interest Testing (major responsibility)

-- Basic adult education skills testing

-- Occupational knowledge testing

-- Aptitude testing

-- Interest inventories

-- Development of occupational personal profile

-- Economic implications and the future job market

-- Occupational information search activities

d. Financial Resources Counseling

-- Assistance for retraining (staff member participates in presentations made by various agencies)

-- Personal budgeting (staff member serves on panel with financial and utility company representatives)

e. New Job Skill Training (major role, expect where other state agency or union contracting is required--some apprenticeships, internships, upgrading, on-the-job training)

-- Remedial adult education

-- Educational information counseling services, including financial aid

-- Vocational-technical education

-- Job training placement coordination

-- Supervision of training programs

f. Job Placement Coordination (major role)

-- Resume and job application workshop

-- Video-taped psuedo job interviews

-- Employment and education opportunities (panel member)

-- Employability plan development (provide assistance)

-- "Self-motivation" presentation

4. Maintain records which show level of education completed and job placement for those workers who have gone through the program in order to assist the agency assuming major responsibility for follow-up studies in compiling results

a. Provide technical assistance for preparation and dissemination of publications concerning program activities and outcomes

NOTE: Institutional resources may be expanded by providing services in proven areas of expertise. Many excellent examples of financial cooperation exist within schools and the Job Training Partnership Act, state employment service/Job Service, state job training task forces, Vocational Rehabilitation, major employers, state departments of education, labor unions, etc. State or regional offices of these organizations, as well as the educational professional/administrators' organizations should be contacted.

APPENDIX A

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19. Wilson, Marilyn. "What Is 'Full Employment?'" Dun's Business Month, February 1983, pp. 36-39.

Projects and Programs Reviewed

1. Bridgeport Employment and Training Administration Program, Bridgeport, Connecticut
2. California Economic Adjustment, Sacramento, California
3. California Employment Training Panel, Sacramento, California
4. Canadian Manpower Consultative Services
5. Copper Workers' Retraining Program, Carson City, Nevada
6. Crucible Steel Job Search Club, Midland, Pennsylvania
7. Del Monte Cannery Workers' Assistance Project, Sacramento, California
8. Demonstration Model for Meeting the Needs of Displaced Workers, Colorado State University and Colorado State Board for Community Colleges and Occupational Education
9. Dislocated Workers' Program, Alabama
10. Dislocated Workers' Program, Illinois
11. Displaced Workers' Program, Florida

12. Downriver Community Conference Economic Readjustment Program, South Wayne County, Michigan

13. Ford/UAW Employees' Development and Training Project, San Jose Plant, Milpitas, California

14. GM-UWA Retraining Program, Freemont and South Gate, California

15. Goodyear Tire and Rubber's Career Continuation Program, Los Angeles, California and Conshohocken, Pennsylvania

16. Job Placement Assistance Program, Louisville, Kentucky

17. Leigh Valley Cement Workers' Retraining Project, Leigh Valley, Pennsylvania

18. Mayor's Task Force on Plant Closings and Job Retraining, Des Moines, Iowa

19. Metropolitan Reemployment Project, Saint Louis, Missouri

20. Project Challenge: Work Again, Helena, Montana

21. Relocation Program, Scioto County, Ohio

22. Retraining and Job Placement: Community Responses to the Hunt-Wesson Cannery Closure and Layoff, Hayward, California

23. Rocky Mountain Eight-State Work Project, AFL/CIO, Helena, Montana

24. San Diego Reemployment Center, San Diego, California

25. Skill Training for Machinist and Toolmakers, U.S. Department of Labor Training Grant

26. Supporting Economic Development: A Guide for Vocational Educators--Developing a Strategy, Pennsylvania Department of Education

27. Tripartite Agreement, NAB, HRDI, PIER

28. Unemployment Job Corp Center, Farmington, Connecticut

29. Unemployment Project, Oakland, California

30. Where Do We Go From Here, Dearborn, Michigan

NOTE: In addition to the above projects and programs, a nation-wide telephone survey was conducted in October and November of 1983 to compile a listing of services provided for displaced or dislocated workers and to gain opinions as to "keys" for successful programs. The original telephone contact list contained State Directors of Vocational Education. Additional leads were followed up to JTPA, community colleges, and union offices.

APPENDIX B

SAMPLE FORM FOR IDENTIFYING LOCAL RESOURCES AND REFERENCES

Resources

Agencies	Services	Contact Person Address Telephone
JTPA		
State Employment Service/ Job Service		
Local Unions		
Aid to Families with Dependent Children		
Mental Health		

Resources (continued)

Agencies	Services	Contact Person Address Telephone
Welfare/Social Services		
Vocational Rehabilitation		
Educational:		
Adult Education		
Vocational-Technical Education		
Others (Education)		

Resources (continued)

Agencies	Services	Contact Person Address Telephone
Employers		
Community Organizations		
Financial Institutions		
Utility Companies		
Others		

Local Planning References

Title	Agency/Author	Highlights	File Reference

APPENDIX C

SAMPLE MODEL FOR SMALL FIRMS

Service	When	Major Providers	Where
Personal Termination Counseling	As early as the employer knows	Employer and employees' advocate (e.g., union, state employment service, JTPA)	Place of employment
New Options Workshops	While employed	Employees' advocates	Union hall (where applicable) or comfortable neutral community room
Knowledge/Aptitude/ Interest Testing	While employed	Public education and employees' advocates	Union hall (where applicable) or comfortable neutral community room
Financial Resources Counseling	While employed	Local community organizations and employees' advocates	Union hall (where applicable) or local community organization facility
New Job Skill Training	Start while employed, if possible, during "off work" hours	Public education	Vocational-technical classrooms
	Start while employed	Employers	Employment facility: on-the-job training for new or upgraded position
	After employment ceases	Unions	Union institution: apprenticeship
Job Placement Coordination	Continuous	Employees' advocates and public education	Union hall (where applicable), comfortable neutral community room, or advocates' and education's regular placement office, depending on activity (see p. 13)
Follow-Up Studies	Continuous	Public agency assuming major responsibility for displaced workers	The agency's administration office

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APPENDIX D

SAMPLE MODEL FOR LARGE FIRMS

Service	When	Major Providers	Where
Personal Termination Counseling	As early as employer knows	Employer and employees' advocates (e.g., union, state employment service, JTPA)	Place of employment
New Options Workshops	While employed	Employer and employees' advocates	Place of employment
Knowledge/Aptitude/ Interest Testing	While employed	Public education and employees' advocates	Place of employment
Financial Resources Counseling	While employed	Local community organizations and employees' advocates	Place of employment or local community organization facility
New Job Skill Training	Start while employed, if possible	Employers	Employment facility: on-the-job training for new or upgraded position
	Start while employed, if possible, during work release time	Public education	Vocational-technical classrooms
	After employment ceases	Unions	Union institution: apprenticeship
Job Placement Coordination	Continuous	Employer, public education, and employees' advocates (depending on activity, see p. 13)	Place of employment
Follow-Up Studies	Continuous	Employer and public agency assuming major responsibility for displaced workers	Employer personnel office and agency administration office

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APPENDIX E

LOCAL PLANNING GUIDE FOR DISPLACED WORKERS

Group to be served _____

Activity*	Major Responsibility	Specific Responsibility	Date	Location
1. Survey of group characteristics				
a. Mailing services				
b. Analysis and interpretation for purposes of selecting appropriate services				
2. Securing organizations' commitment to participate				
3. Delivering services				
a. Personal Termination Counseling				
(list activities)**				
b. New Options Workshops				
(list activities)				

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Activity	Major Responsibility	Specific Responsibility	Date	Location

3. Delivering services (continued)

c. Knowledge/Aptitude/ Interest Testing

(list activities)

d. Financial Resources Counseling

(list activities)

e. New Job Skill Training

(list activities)

f. Job Placement Coordination

(list activities)

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Activity	Major Responsibility	Specific Responsibility	Date	Location
4. Follow-Up Studies				
a. Tracking participants' educational activities				
b. Tracking participants' job placement				
c. Evaluation of completed program				
d. Convey results to:				
(list agencies)				

*Transfer all major and sub-activities to master calendar

**Include participant's evaluation(s) either by specific service or total program (when five-day workshop approach is used)

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APPENDIX F

FIVE-DAY WORKSHOP EXAMPLE

Services may be delivered in a variety of methods and at various time intervals. In some cases, however, concentrated series of activities may be the most appropriate delivery method. An example of this type of scheduling is presented below.

Day Cne

1. Trauma of job loss, including expected emotional patterns and substance and personal abuse statistics
2. Community resources available for workers' referral such as United Way, mental health, EDD, public assistance, AFCD, etc.
3. Personal financial management, including financial assistance possibilities during unemployment and for retraining or relocating costs, avoidance of utility shut-offs and repossessions, and personal budgeting
4. Meeting with others who have survived job skill obsolescence
5. Implications of transition from industrial to high tech age, including survey of transferrable skills for future job market

Day Two

1. Skills inventory of participants
2. Knowledge, aptitude, and interest testing and interpretation
3. Testing for remedial education
4. Occupational information search activities

Day Three

1. Develop employability plans
2. Resume preparation (initial phase)
3. Job application completion
4. Job market study

Day Four

1. Complete resume
2. Employment and educational opportunities panel
3. Video-taped psuedo job interviews
4. Discussion for displaced workers' selection of practice job interviews (outside assignment--may require a full day's recess of workshop)

Day Five
(Following outside assignment,
practice job interview.)

1. Sharing of interview experiences
2. Employability plan (small group reinforcement discussions)
3. Jobs Club formation--develop network plan for displaced workers to continue after workshops conclude
4. Presentation on self-motivation
5. Evaluation of sessions

NOTE: Remedial adult education and vocational-technical education would be scheduled as needed following workshop activities.